

North Mullins Primary

105 Charles Street
Mullins, SC 29574

Grades PK-2 Primary School

Enrollment 296 Students

Principal Jo Anne Richardson 843-464-3750

Superintendent Nathaniel Miller, Ph.D. 843-464-3700

Board Chair Mr. John Hughes 843-464-3700

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Primary Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

2

0

0

0

0

IMPROVEMENT RATING

GOOD

ADEQUATE YEARLY PROGRESS

NO

Definition: As approved by the United States Department of Education, a school with no grade above 2 meets the requirements for Adequate Yearly Progress, providing that the school that the majority of those students attend in grade 3 meets the requirements for Adequate Yearly Progress.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Excellent	Good	No
2004	Excellent	Excellent	No
2005	Excellent	Good	No
2006	Excellent	Good	No

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERFORMANCE RATING CRITERIA

Student attendance rate	95.9%
Student-teacher ratio in core subjects	19.3 to 1
Percent of parents attending conferences	99.0%
Days of professional development devoted exclusively to knowledge and skills in working with children less than eight years old.	16.8

Type of accreditation: *(More than one may apply)*

- ☐ Not pursuing accreditation
☐ Conducting a self-study
☒ State Department of Education
☒ Southern Association of Colleges and Schools
☐ American Montessori Society
☐ National Association for the Education of Young Children

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Primary Schools with Students Like Ours	Median Primary School
Students (n= 296)				
First graders who attended full-day kindergarten	100.0%	Up from 99.4%	100.0%	99.6%
Retention rate	4.7%	Down from 6.7%	6.3%	4.7%
Attendance rate	95.9%	Down from 96.5%	95.5%	95.8%
With disabilities other than speech	7.2%	Down from 12.1%	6.6%	3.8%
Older than usual for grade	3.4%	Down from 6.2%	1.8%	0.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 37)				
Teachers with advanced degrees	35.1%	Down from 36.8%	44.3%	53.2%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	1.6%	N/A	3.4%	0.0%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	93.2%	Up from 92.1%	91.8%	90.6%
Teacher attendance rate	95.8%	Up from 95.7%	94.8%	94.6%
Average teacher salary	\$41,170	Up 2.9%	\$41,263	\$43,053
Prof. development days/teacher	20.2 days	Up from 18.9 days	19.5 days	17.2 days

School				
Principal's years at school	13.0	Up from 12.0	7.8	2.0
Student-teacher ratio in core subjects	19.3 to 1	Up from 17.4 to 1	16.9 to 1	19.3 to 1
Prime instructional time	89.6%	Down from 91.0%	87.0%	89.2%
Dollars spent per pupil*	\$3,623	Down 3.7%	\$5,177	\$6,176
Percent of expenditures for teacher salaries*	65.7%	Up from 60.9%	67.0%	63.2%
Percent of expenditures for instruction*	72.5%		72.0%	67.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	1.0%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance rate in this school	94.0%*	Yes

* or greater than last year

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of North Mullins Primary School (NMP), along with Mullins Early Childhood Center (MECC), is to develop productive, socially responsible lifelong learners. We strive to create a strong home-school connection by helping families make the adjustment to school a positive, beneficial experience and to provide quality, standards-based curriculum within a developmentally appropriate setting for young learners.

Literacy development is the keystone to academic success. This instruction begins with the child development and kindergarten classes and continues through first and second grades with a balanced literacy program. Our participation as a Reading First grant recipient has allowed a special emphasis on this area. In addition to Reading Recovery for first graders, we have been able to provide small group setting interventions for every child who demonstrated, through Dominie Assessments, a need for additional assistance in reading. All teachers continue to receive professional development through graduate studies in literacy instruction.

Our second graders used the Measuring Academic Progress (MAP) assessments for the first time this year in math and reading. These assessments provide teachers and administrators important data to plan instruction. We will continue to have professional development in how to use this data in the best way to improve the educational program.

In addition, ninety students, from kindergarten through second grade, received after-school instruction to improve performance during the school year.

We have participated as a member of the National Network of Partnership Schools, originating from Johns Hopkins University and through Francis Marion University, with the purpose of encouraging more parent involvement. Our School Improvement Council acted as the Action Team for implementation of various projects.

Some of the special events that parents had opportunities in which to be involved included monthly lunchtime programs at MECC, MECC Fall Carnival, MECC Math and Science Night, Proud Parent Day and Grandparents Day at NMP, Hot Dog! I Can Read Night, Math Night, and Field Day. Parents took advantage of opportunities to discuss children's progress through Parent Conference/Report Card pickup Nights at NMP and Portfolio Nights at MECC, in addition to the special events and PTO.

Emphasis on character education has long been a hallmark of MECC/NMP. This year all teachers have been trained in the use of CHAMPS, a model for setting behavioral expectation in classrooms and common areas. This training will continue as we incorporate the philosophy in our everyday school life to assure safety, self control, and the use of positive life skills for all students, as well as staff. We also continue the emphasis on community service through participation in several projects, such as the Relay for Life, to teach students the importance of building a caring community.

Jo Anne Richardson, Principal
Jennifer Bessent, SIC Chairperson

EVALUATIONS BY TEACHERS

	Teachers
Number of surveys returned	41
Percent satisfied with learning environment	97.6%
Percent satisfied with social and physical environment	100.0%
Percent satisfied with school-home relations	82.5%